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ABSTRACT

Designed to assist in implementing career education in Idaho, this guide's aim is to develop an educational program that equips all learners with competencies for successfully entering the world of work. Section 1 defines goals and objectives for integrating career education into comprehensive elementary and secondary school programs. Section 2 offers visual models and explanatory narratives for a comprehensive career education program. Section 3 offers a detailed implementation plan consisting of four categories: (1) a network of cluster support centers, (2) a State plan of leadership and services to assist local school districts in implementing career education, (3) local school district plans for designing and implementing career education, and (4) involvement of colleges of education in implementing career education. Section 4 has two basic components. Part 1 deals with a set of proposed basic standards for completion of high school. Part 2 provides suggested career education guidelines for utilization in the basic subjects, with examples offered for English and mathematics. (MW)

ED 094222

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GUIDELINES FOR INTEGRATING CAREER EDUCATION INTO A COMPREHENSIVE EDUCATIONAL PROGRAM FOR THE STATE OF IDAHO

Approved by
THE STATE BOARD OF EDUCATION
February 1973

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PREFACE

This publication is designed to assist local school districts and other educational agencies in implementing Career Education in Idaho. Career Education is part of a comprehensive education program and should not be conceived as a time segment of education such as elementary or secondary, or as a separate subject matter such as vocational education or academic education. Yet, it encompasses all of these and more.

Certainly, Career Education does not mean that the basic subjects, language arts, science, mathematics, etc., are any less important. Perhaps they will become even more important, and as a result of additional meaning and direction, career education can add to our educational system in Idaho. Career Education goes beyond preparation for work. We need education today that prepares one to think and to care about social responsibilities and personal intellectual fulfillment, and yet education that equips all learners with satisfying and rewarding competencies for successfully entering the world of work in the field of their choice.

ROY D. IRONS
State Director
Vocational Education

D. F. ENGELKING
State Superintendent
of Public Instruction

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SECTION I

DEFINITIONS,
GOALS AND OBJECTIVES

DEFINITIONS

Comprehensive Education

A comprehensive education program must assist individuals to prepare for adulthood responsibilities and assist them in developing personal relevance in the life options available to them.

Career Education

Career Education is a part of the comprehensive education program combining the academic world and the world of work. It must be a part of the education program at all levels from kindergarten through the university and on through life. A complete program of Career Education includes awareness of the world of work, exploration of occupations, and career preparation for all students. To accomplish this the basic educational subjects should incorporate career education as a major activity throughout the curriculum.

CAREER EDUCATION GOALS

The purpose of Career Education is to help give meaning to our educational system. It is a part of the "comprehensive education program" which must be made available to all students. Career Education at all levels of education through life should not be an either/or proposition. It is not a matter of sacrificing thorough academic preparation in such areas as sociology, psychology, literature, and theoretical sciences for vocational training.

Career Education must be a fabric of academic and occupational goals closely woven into a mutually supportive pattern. This pattern then becomes a comprehensive education program where the student is involved in learning to live, learn, and make a living.

Learning to Live - means developing a self awareness of one's capabilities and developing the ability to utilize leisure time and to understand society in general.

Learning to Learn - involves the motivation of students by making education subjects meaningful and relevant to life and the world of work.

Learning to Make a Living - means preparing students with the capability to support themselves economically and to become productive members of the community.

OBJECTIVES FOR INTEGRATING CAREER EDUCATION
INTO A
COMPREHENSIVE EDUCATION PROGRAM

Objectives for Integrating Career Education into Guidance Programs

1. Assist students in developing self awareness.

2. Provide teachers with resources needed to develop an awareness of occupations and their relationship to the economy and life of the community.

3. Assist teachers in providing the child with information about careers.

4. Provide individual and group counseling in order to help students develop a realistic self-image.

5. Assist students in making wise decisions in selecting curricular offerings appropriate to their interest and abilities.

6. Assist students in making decisions regarding educational, social and personal career objectives.

7. Assist students who need employment in finding part-time jobs.

8. Assist students in their study and analysis of a variety of careers in order to make a realistic career choice.

9. Provide students with an opportunity to match career goals with interests, abilities, aptitudes, and limitations.

10. Assist students in developing a plan for career preparation.

Objectives for Integrating Career Education into Elementary and Secondary School Programs

1. Provide an introduction to individual and collective responsibilities with an increased awareness of individual needs and a genuine concern for the needs of others.

2. Provide adequate and sequential development of basic educational skills with interesting and relevant experiences for practical application.

3. Develop an understanding of the dignity of all work, why people work, and how their work makes a contribution to others, to society and to personal satisfaction.

4. Allow children a chance to discover their talents and interests in various broad categories and realize their value in the process of making a career choice.

5. Assist students in identifying and developing selected attitudes common to successful employment and human relations.

6. Provide experiences that will assist students to evaluate their interests, aptitudes and abilities in relation to careers.

7. Assist students in studying and analyzing a variety of careers in order to choose a realistic career goal.

8. Provide students with opportunities to explore selected career areas which could lead to further exploration and training in a specific career.

9. Provide and unify basic education subjects around alternative experiences including career, society, the family and the individual.

10. Provide students with an opportunity to explore various occupations, and develop a greater awareness of the scope of opportunities available.

11. Emphasize positive attitudes toward the world of work, and practice social skills related to employment success such as job interviews and cooperation with others to accomplish job goals or tasks.

12. Assist students in planning for their future with realistic goals in mind. This requires cooperative effort between teachers and counselors to assist the students in better understanding their potential.

13. Provide the means for students to continually assess their achievements, interests, aptitudes, abilities and personal characteristics as they relate to life goals.

14. Provide greater opportunities for students who exit, continue or re-enter the educational system to achieve personal and career goals.

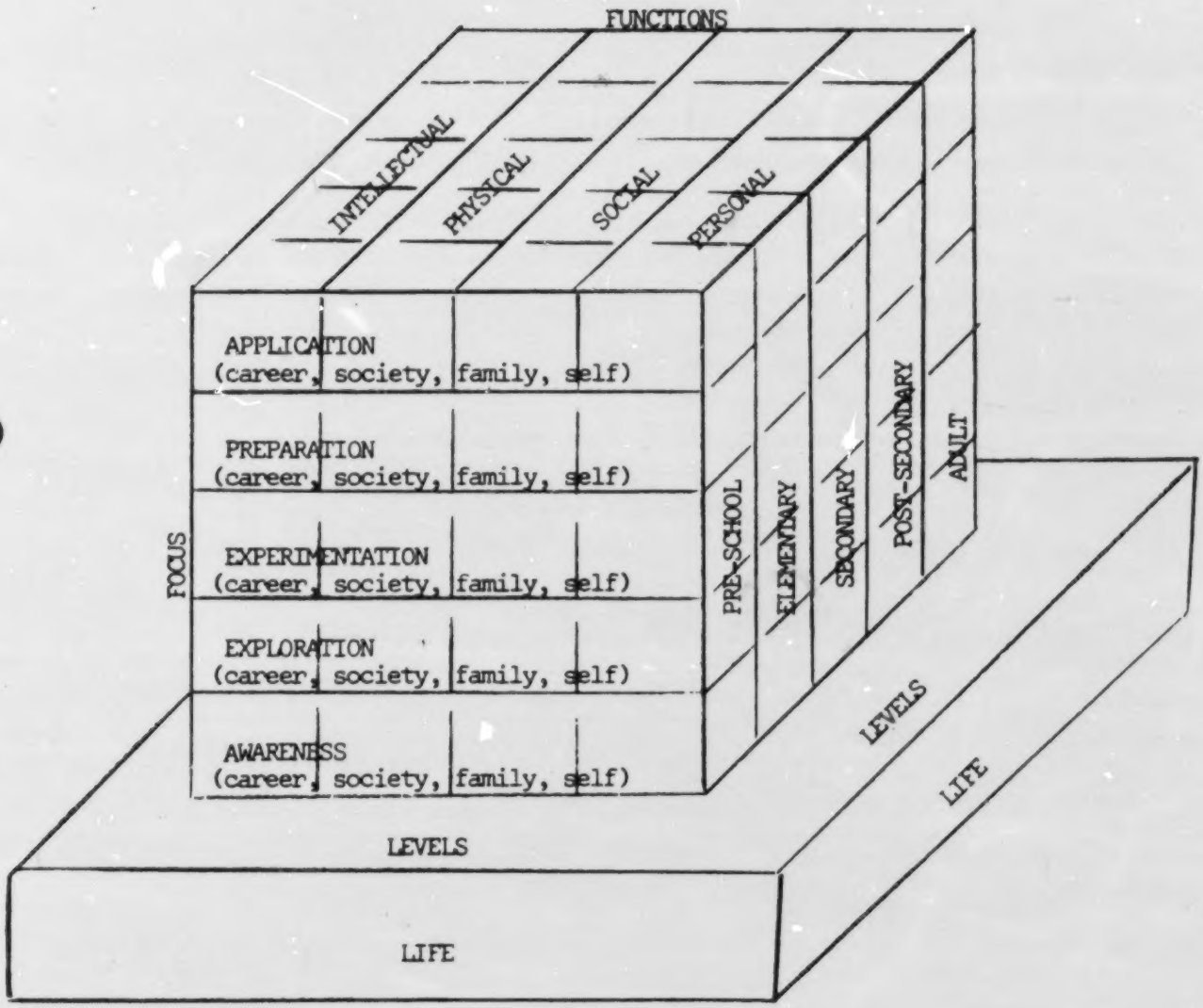
15. Provide an active placement program in the schools to assist in the placement of all students, upon termination of their public school experience.

SECTION II

VISUAL MODELS AND NARRATIVES
FOR
COMPREHENSIVE-CAREER EDUCATION PROGRAM

MODEL OF A COMPREHENSIVE

EDUCATIONAL PROGRAM



COMPREHENSIVE EDUCATION MODEL

EXPLANATION

The three dimensional model shown on page Seven illustrates the relationships between the myriad of specific elements of a comprehensive educational system. The model is designed to portray the definition of a "Comprehensive Education Program," page seven.

Society has assigned public education a major share of the responsibility for preparing ALL children to successfully participate in ALL aspects of life in our society. Therefore, in defining educational programs that have the potential for giving every individual, according to his interests and abilities, the greatest chance to achieve that goal; the educational system can describe what it will do in terms of the three dimension model shown on the previous page.

FUNCTIONS

Function is defined as, "one of a group of related actions contributing to a larger action." In this instance the four major functions of education have been identified as Intellectual, Physical, Social, and Personal. If the set of functions is complete and properly defined, it is possible to classify all the skills, competencies, and behaviors in each function, which society expects the educational system to provide. It is important to recognize that in devising any classification system some arbitrary judgments are made.

Intellectual Function - includes a number of subcategories such as:

1. Skills of communication and computation;
2. Intellectual skills such as critical and logical thinking, problem-solving, generalizing, evaluating, deducing and inquiring; and

3. Study and understanding of information in the form of facts, concepts, generalizations, principles, theory and law.

Physical Function - covers the entire range of psycho-motor abilities employed in physical education, fine arts, vocational skills, etc.

Social Function - assists children in developing acceptable attitudes, values and behavior patterns.

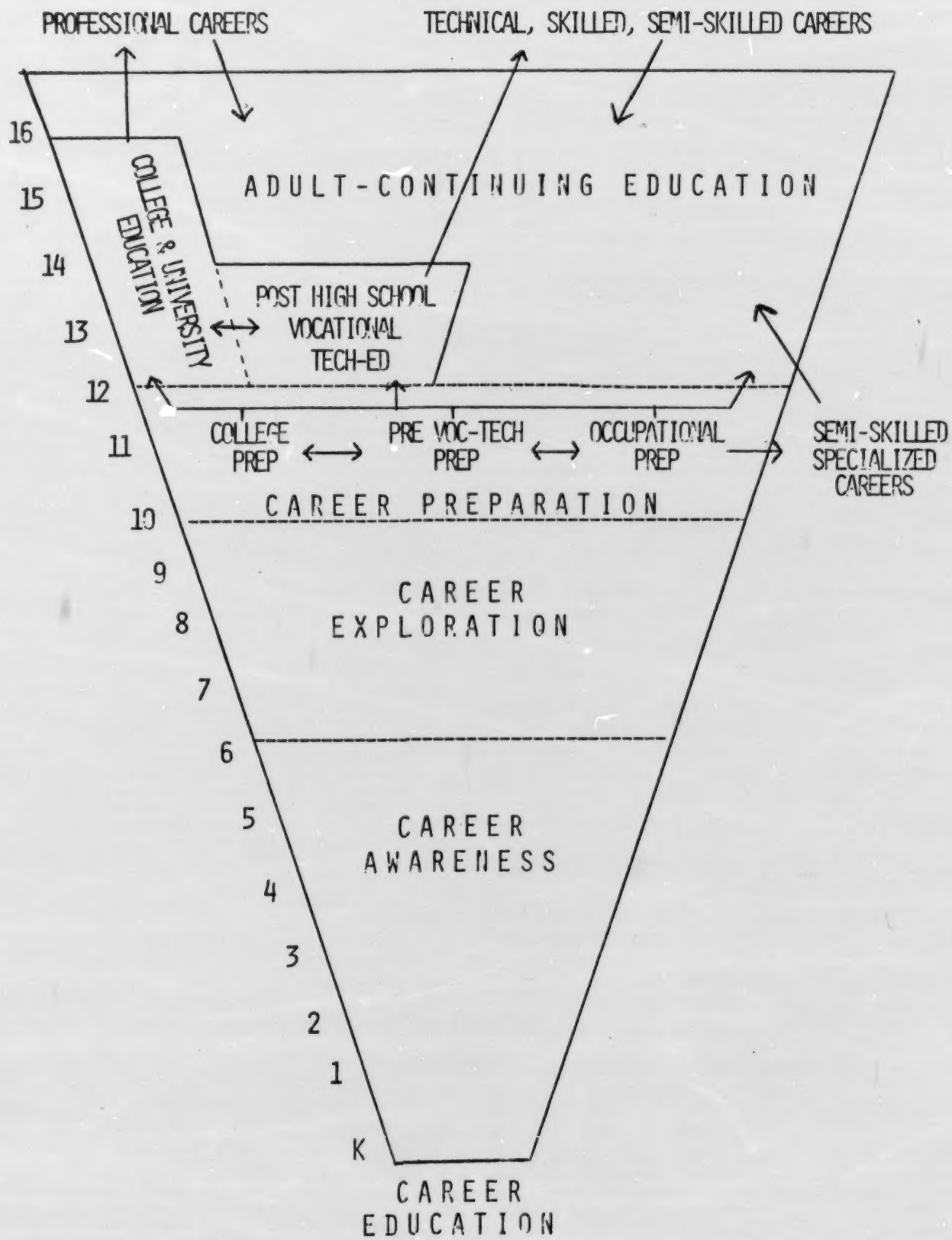
Personal Function - assists individuals to develop a positive view of themselves as worthwhile individuals and as members of society. Whether called self-concept, self-assessment, or self-realization, it is a fundamental requirement in preparing for life.

LEVELS

Education is viewed as a lifelong process in which public education is asked to provide a broad range of experiences for all people. This dimension of the model identifies five major levels of education which is a continuum from entry to final exit.

FOCUS

The word focus is defined as "a center of activity, attraction, or attention." The sub-categories (Awareness, Exploration, Experimentation, Preparation and Application) may or may not be used as a hierarchy in the model. At each level of Focus the learning experiences can further be organized on the basis of the students' interest, and application to life, career, society, family and self. These sub-levels can be employed as core themes around which a number of learning activities may be organized.


PROFESSIONAL CAREERS
TECHNICAL, SKILLED, SEMI-SKILLED CAREERS
16
15
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1
K
COLLEGE & UNIVERSITY EDUCATION
ADULT-CONTINUING EDUCATION
POST HIGH SCHOOL VOCATIONAL TECH-ED
COLLEGE PREP
PRE VOC-TECH PREP
OCCUPATIONAL PREP
SEMI-SKILLED SPECIALIZED CAREERS
CAREER PREPARATION
CAREER EXPLORATION
CAREER AWARENESS
CAREER EDUCATION

CAREER EDUCATION MODEL

EXPLANATION

The career development model on page ten outlines the progression of activities by grade level that will provide students the opportunity to become aware of, explore, and prepare for careers.

The model depicts the movement of students through the awareness stage in grades K-6, to guided exploration in occupational areas of interest in grades 7-10, and into occupational preparation for students who plan to enter the world of work or continue advanced career preparation in college or in post high school area vocational-technical education.

Students who enter the labor market from any educational program level are afforded the opportunity for re-entry into adult continuing education, college, or into post high school vocational-technical education programs for improving their occupational competency or preparing for new occupations.

The primary focus of this model is to give students freedom and flexibility to move from one element to another as their interests and needs change and develop.

CAREER AWARENESS

Career Awareness in grades K-6 should provide students with information to enable them to:

. Develop an awareness to the world of work;

. Develop an understanding of self in relation to the world of work;

. Develop an understanding of the personal and social significance of work;

. Develop a respect and appreciation for the dignity and honor of all work;

. Develop knowledge of many careers, the life styles, values, duties, and responsibilities associated with a wide variety of careers;

. Improve students overall performance by correlating basic subjects with career development needs; and

. Enable the student to make tentative career choices for exploration in greater depth at higher grade levels.

CAREER EXPLORATION

Career exploration should give students opportunities to:

. Explore various careers of particular interest to them;

. Increase student awareness of the broad scope of careers;

. Strengthen and re-emphasize positive attitudes toward all work;

. Assist students in understanding how achievement, interests, aptitudes, and personal characteristics relate to career planning, requirements, and preparation;

. Develop awareness of relevant factors and their importance in making a career choice;

. Provide students with experience in making meaningful decisions;

. Develop tentative career plans as related to future education and preparation; and

. Give more in depth exploration and experimentation in specific occupation or occupational clusters.

CAREER PREPARATION

Career preparation should provide students opportunities to:

. Develop occupational knowledge and skills for entry level employment and/or advanced occupational training;

. Gain work-study experience in occupations of students choice;

- Develop acceptable work attitudes, and understandings of good employer-employee relations;
- Obtain in depth career study, information, on-the-job training, and educational opportunities; and
- Develop definite plans for making the transition from high school to the post high school world--college, post high school vocational-technical school, apprenticeship training or employment entry.

SECTION III

CAREER EDUCATION IMPLEMENTATION PLAN

PART A — NETWORK OF CLUSTER SUPPORT CENTERS

PART B — STATE PLAN OF LEADERSHIP AND SERVICES TO ASSIST LOCAL SCHOOL DISTRICTS IN IMPLEMENTING CAREER EDUCATION

PART C — LOCAL SCHOOL DISTRICT PLANS FOR DESIGNING AND IMPLEMENTING CAREER EDUCATION

PART D — INVOLVEMENT OF COLLEGES OF EDUCATION IN IMPLEMENTING CAREER EDUCATION

IMPLEMENTATION PLAN

If Career Education is to become a significant part of a comprehensive education program we must have an overall plan for implementation. The purpose of this section is to increase the capability of the local school district to improve the career opportunities for the youth of Idaho.

There is much work to be done by state and local administrators, teachers, curriculum developers and counselors to fully implement the program. Preparation will take time. A curriculum plan must be developed and instructional materials must be prepared. The basic subjects, language arts, mathematics, and the sciences will have to be adjusted to include Career Education. These materials, which take a variety of forms, must be put into the hands of teachers and children. The task of redesigning education can be accomplished in three years if enough determination and dedication are put into the project.

If we are to make Career Education in Idaho a reality we must plan now. Our implementation plan is broken into four categories:

PART A — NETWORK OF CLUSTER SUPPORT CENTERS
(Operational from six junior college districts)

PART B — STATE PLAN OF LEADERSHIP AND SERVICES TO ASSIST LOCAL SCHOOL DISTRICTS IN IMPLEMENTING CAREER EDUCATION

PART C — LOCAL SCHOOL DISTRICT PLANS FOR DESIGNING AND IMPLEMENTING CAREER EDUCATION

PART D — INVOLVEMENT OF COLLEGES OF EDUCATION IN IMPLEMENTING CAREER EDUCATION

Each of these categories is obviously related and interlocked. The State's Implementation Plan, by necessity, involves the regional approach which is part of an overall plan to implement Career Education in local school districts.

PART A

Network of Cluster Support Centers

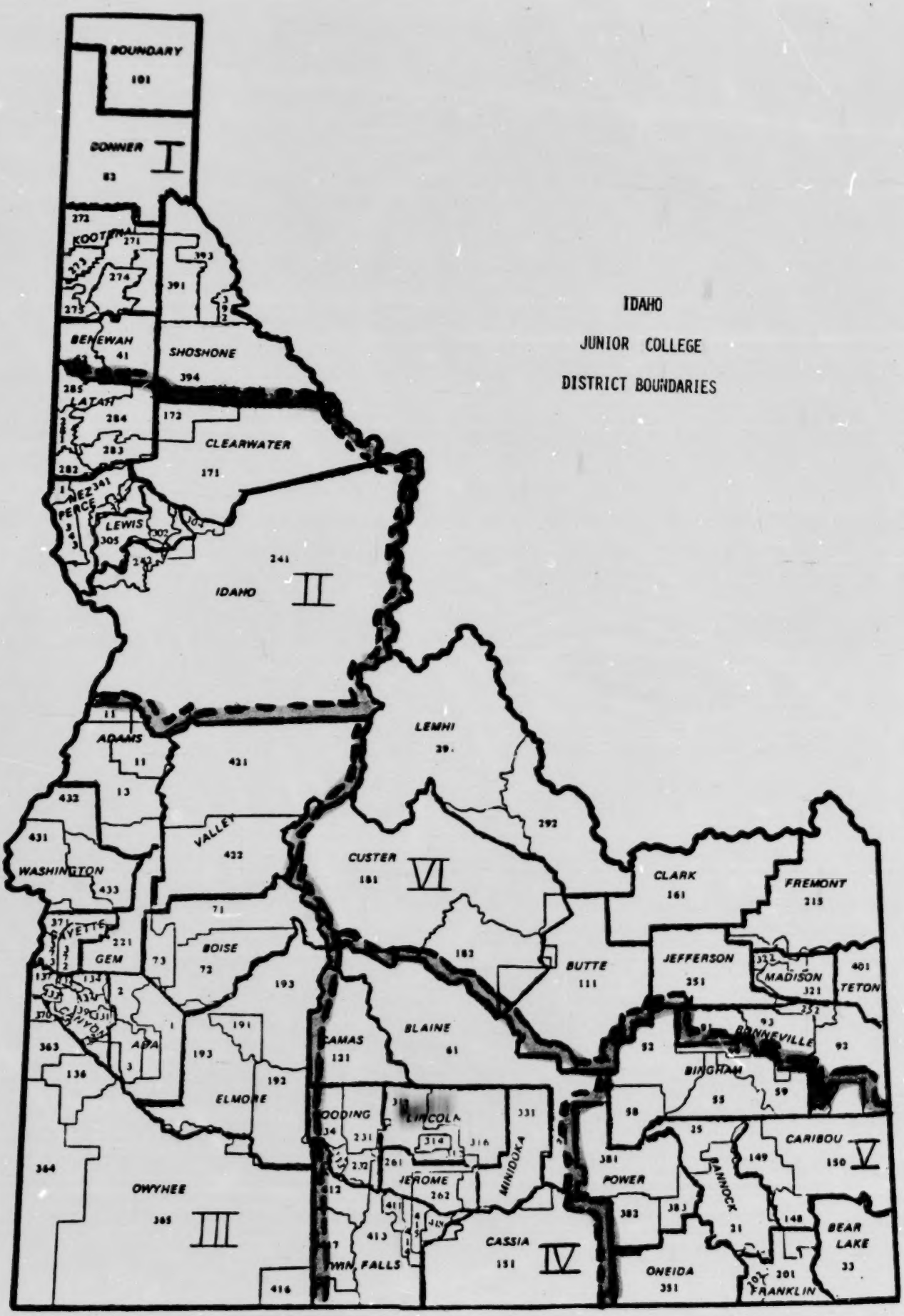
It has become evident that if local school districts are to become adequately and effectively served, there must exist some form of intermediate service agency. This plan will provide the additional support that is necessary to implement Career Education at the local school district level.

The Idaho State Board of Education is considering a regional service center plan for Idaho to be designated as Cluster Support Centers. The State is presently divided into six junior college regions.* A Cluster Support Center could serve as an occupational education center for the schools in its region. This would place most students in the State within commuting distance of a regional service center. Each Center could then function as a satellite serving its people by offering additional academic education and vocational education courses to meet their needs. The Center could provide additional services to high schools for pre-vocational programs for career exploration and orientation.

These Support Centers would bring a cluster of geographically located districts into a consortium arrangement through which services could be shared. Located strategically throughout the State they could serve as the vehicle through which State services would be delivered and made responsive to local needs.

All technical assistance, in-service staff development programs, assistance from specialists who work with teachers, and all other external and shared resources being made available would be channeled through the Cluster Support Centers.

*See Map on Page 17.


IDAHO
JUNIOR COLLEGE
DISTRICT BOUNDARIES
BOUNDARY
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BONNER
83
I
272
KOOTENAI
271
273
274
275
393
391
392
BENEWAH
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SHOSHONE
394
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LATAH
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283
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CLEARWATER
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NEZ PERCE
341
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LEWIS
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IDAHO
II
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ADAMS
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WASHINGTON
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VALLEY
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CUSTER
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VI
LEMHI
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CLARK
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FREMONT
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GEM
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BOISE
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BUTTE
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JEFFERSON
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MADISON
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TETON
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GOODING
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LINCOLA
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MINIDOKA
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JEROME
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TWIN FALLS
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CASSIA
151
IV
ONEIDA
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FRANKLIN
BLAINE
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CAMAS
121
191
192
ELMORE
364
OWYHEE
365
III
98
BINGHAM
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59
CARIBOU
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V
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POWER
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149
148
BEAR LAKE
33
201

Some examples of the Career Education support services that could be provided through the Cluster Support Center are:

1. Provide Career Education specialists who can work with groups of teachers - this assistance may be outside the classroom, as in the development of instructional materials, or it may occur inside the classroom as the teacher and consultant work as a team in the development of new instructional procedures or new teacher competencies;

2. Operate a teacher development center through which individual or small groups of teachers could plan and become engaged in on-the-job programs of self-improvement;

3. Search for and adapt instructional materials required by individual teachers or teams of teachers;

4. Share expensive vocational educational equipment on a rotation basis; and

5. Share community resources for career development.

While the majority of students in Idaho would have access to the Cluster Support Centers, some would be in the fringe areas. It would be feasible to provide outreach services to these isolated districts which would have difficulty transporting students into the Centers.

Funding the Centers

The State Board of Education and the Legislature will be exploring various means of funding the Cluster Support Centers, but it appears that it will require a combination of State and local monies. The region in which the Center serves could use a "regional tax levy" for support. A State appropriation will also be needed and Federal dollars must be utilized wherever possible.

Career Education in Isolated Rural Schools

At the request of the Idaho State Department of Education, the Northwest Regional Educational Laboratory conducted a search on promising practices in Career Education in isolated small schools. They have abstracted materials

and developed a report which is available in the Department of Education.* For ease in identifying projects of greatest potential interest to the reader, the project descriptions were divided into three categories:

1. Projects focusing on career orientation and development.
2. Those concerned with career guidance and counseling.
3. Those focusing on vocational skills training.

The description of innovative career education projects in small isolated schools across the Nation will be helpful as we seek to meet the needs of children who cannot easily be transported to a center for vocational training.

Extended Services Provided by Cluster Support Center

The service center concept is much broader than Career Education. There are many functions which may be carried out more efficiently at the regional level. For example:

- Special Education Programs and Services
- Research and Development
- Central Purchasing
- Administration of Pupil Transportation
- Data Processing Services
- Student Screening and Counseling
- Inservice and Staff Development

Youth Services Bureau

A diagnostic center should be established within the Cluster Support Center that would coordinate all youth services such as special education, health, employment, public assistance, youth rehabilitation, or any other relevant youth services. It might be called a Youth Services Bureau. By coordinating these two programs within one complex, students could first report to the Bureau for a complete diagnostic evaluation prior to referral to the Service Center.

*Extending the Statewide Career Education Plan to Idaho's Small Isolated Rural Schools. Prepared by Rowan C. Stutz and Debra Kay Stow, NWREL, November 30, 1972.

PART B

State Plan of Leadership and Services to Assist Local School Districts in Implementing Career Education

Although the planning and organization of a Career Education program must begin at the local level, all state agencies involved in education must fill a crucial role as an advocate of Career Education.

The leadership function at the State level will be composed of six principal activities:

1. Advocating and generating interest;
2. Setting priorities;
3. Developing curriculum;
4. Providing technical assistance;
5. Disseminating information; and
6. Certification and accreditation of programs.

Advocating and Generating Interest

The State Educational Agencies have the responsibility and the opportunity to do something about the problem of inadequate Career Education opportunities for young people. The State Board of Education, the State Superintendent of Public Instruction, and the State Director of Vocational Education will provide the services of their staffs in assisting local education agencies in the planning and implementation of Career Education.

Setting Priorities

The State Department of Education and the State Department of Vocational Education may be in a position to assist in allocating Federal funds and State funds for implementing Career Education. They have been

given the responsibility for administering Federal funds appropriated to the State of Idaho.

Priorities should be established, within practical limitations, for encouraging local district projects in career development. With adequate funding, projects can be initiated for curriculum development, teacher training, innovative classroom practices, and a host of other related programs.

Developing Curriculum

As we move toward career development, courses and study guides will need to be revised. The State Department of Education and the State Department of Vocational Education will work together with others to revise study guides to include career components in various subject areas.*

The two departments cooperate in curriculum development for the following activities:

1. Coordinate curriculum to bring together academic and vocational elements;
2. Develop career education curriculum materials;
3. Diffuse and disseminate curriculum materials; and
4. Provide inservice training for adopting and using curriculum materials.

In performing these functions staff members of both departments will work closely with the appropriate sections in elementary and secondary education, adult education, vocational education, and college and university staffs. The Department of Education and the Department of Vocational Education will provide staff time and resources to meet these objectives. Both Departments are presently utilizing staff members for such activities.

*Examples of how this can be accomplished are provided in Section V of this document.

Developing Curriculum

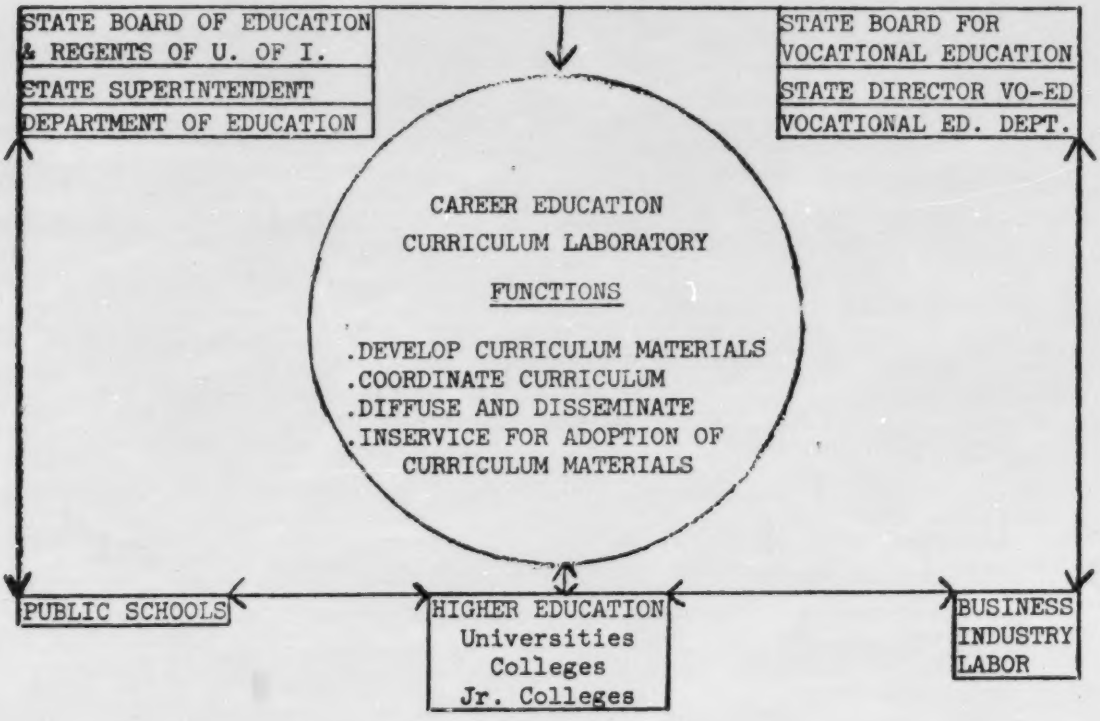
The model below illustrates how the two departments will be working together with others to develop curriculum materials for Career Education.

C E N T E R F O R C U R R I C U L U M M A N A G E M E N T

I N

C A R E E R E D U C A T I O N

ORGANIZATION STRUCTURE


STATE BOARD OF EDUCATION & REGENTS OF U. OF I.
STATE SUPERINTENDENT DEPARTMENT OF EDUCATION
STATE BOARD FOR VOCATIONAL EDUCATION
STATE DIRECTOR VO-ED VOCATIONAL ED. DEPT.
CAREER EDUCATION CURRICULUM LABORATORY
FUNCTIONS
.DEVELOP CURRICULUM MATERIALS
.COORDINATE CURRICULUM
.DIFFUSE AND DISSEMINATE
.INSERVICE FOR ADOPTION OF CURRICULUM MATERIALS
PUBLIC SCHOOLS
HIGHER EDUCATION Universities Colleges Jr. Colleges
BUSINESS INDUSTRY LABOR

Curriculum and Education TV

Idaho is fortunate to be one of six states which is involved in an experiment to use a satellite for Educational TV broadcasting. The technological experiment has four elements:

. TV Broadcast Technology
. Utilization of Educational TV
. Early Childhood Education
. Career Education

This project (Federation of Rocky Mountain States) will bring educational television to 85 percent of Idaho's children. The purpose of this experiment is to find new and better uses of educational television with the possibility of two-way communication via the satellite.

The general goal of this project as it relates to Career Education will be to:

> Assist program audiences to become aware of the importance of Career Education attitudes, information, experiences and alternate levels of preparation leading to a more satisfactory and productive life.

Idaho will also have three site coordinators around the State to assist in the technological development and utilization of Educational TV. A great deal of inservice training for teachers will be necessary if this project is to be successful.

Providing Technical Assistance

Local school districts often may not have within their organizational structure the capability of assessing needs, analyzing problems, surveying resources, utilizing resources, and installing new programs. As a result, local districts may not utilize, as extensively as they might, such resources as: outside funding, products of regional educational laboratories, new knowledge and knowledge applications produced by the several research

development centers, and the innovative ideas eminating from projects, workshops, conferences and scholarly papers produced throughout the land.

The State Educational Agencies must be in a position to provide services and technical assistance to schools and school districts to help with program planning and effective utilization of available resources in executing educational improvement. Such technical services will require a State staff specially trained in helping and consulting as opposed to developing and surveying State generated solutions or programs. State Agencies must establish and maintain appropriate linkages with sources of products and information needed by local educational agencies and be able to respond effectively to their needs for information and requests for assistance.

The Departments of Education and Vocational Education can provide technical assistance in the following general areas to assist the district in implementing Career Education:

- Needs assessment
- Inservice training of teachers
- Change process (systems analysis)
- Curriculum development
- Evaluation

Dissemination of Information

The State Educational Agencies will disseminate information to local schools concerning the availability of program materials, new instructional resources, sources of funding, research results, successful pilot and demonstration Career Education programs. Demonstration has proved to be one of the most effective means of publicizing new educational developments based on educational research. Through demonstration teachers and administrators can observe a new product or practice under real operating conditions.

Idaho State Educational Agencies and local school districts can jointly sponsor and support demonstration centers or demonstration projects. Opportunity should be provided for teachers and administrators to observe new Career Education programs in action as they seek resolutions to their identified problems.

Certification and Accreditation Programs

The State agencies must be flexible and adapt to changes resulting from the Career Education movement. Accrediting agencies and licensing boards must maintain enough flexibility in their structure to evaluate schools in accordance with their needs and goals. If a school district establishes a career education plan with stated goals and objectives they should be evaluated in terms of these goals and objectives.

The State Board of Education, the State Department of Education and the Professional Standards Commission should be flexible in their approach to development of standards and requirements in certification. In many occupational areas work experience and demonstrated competencies may be more important than a college degree in determining qualifications for effective teaching.

PART C

Local School District Plans for Designing and Implementing Career Education

To successfully implement a comprehensive education program with Career Education as a major component in Idaho's public school system, the local school district board of trustees and superintendent must place a high priority upon Career Education. The principals and faculty members in each local school system must understand Career Education and give it a high priority.

The action steps for implementation involve several phases:

Phase I - Identify Needs

The first step is to identify the community's educational needs. The State Needs Assessment Program involves the entire community in an assessment of student needs. A study must be made of the current educational system to determine how well educational needs are being met, the necessary program changes, and the methods for accomplishment of educational goals. Interest and personal commitment by community members are a must if Career Education is to be realized. The Needs Assessment Program can help build a solid foundation of local support for making Career Education an important part of the comprehensive education program.

Phase II - Planning and Development

Once the needs assessment is accomplished and community interest is stimulated, representative groups should be involved in the planning and organization of Career Education.

These groups should understand that their participation is necessary and important.

Representatives from all facets of the community, business and labor should be selected to serve on advisory committees to assist in designing and developing Career Education programs.

Phase III - Implementing the System

Once the needs have been determined and the planning accomplished, the next step is to implement the system. Districts should implement the system in the manner most appropriate for them, however, it is suggested that the following steps should be part of the implementation plan:

1. Establish intermediate and long-range Career Education objectives which are to be met;
2. Consolidate community resources for implementing Career Education;
3. Develop, acquire, and adopt curriculum guides and materials;
4. Provide pre-service and in-service training for administrators, teachers, teacher-coordinators, and counselors;
5. Provide career oriented guidance and counseling services;
6. Provide student work-study programs in cooperation with the business and industry of the community.

The check list on the following page may make other steps become apparent in implementing a career education program.

Check List for Implementation of a Career Education Program

1. Have we made a philosophical commitment to Career Education?
2. Have we identified and assessed the needs of the student and the community he is in and/or will be entering?
3. Do we have a clear statement of goals?
4. Do our goals have performance objectives?
5. Have we inventoried instructional capabilities (school and community) relative to these goals?
6. Are we aware of potential constraints in the areas of economics, personnel and facilities?
7. Have we established priorities for curriculum change?
8. Have these priorities been jointly agreed upon by parent, advisory and community groups?
9. Do we have the endorsement and support of the business and industrial sector for these goals and objectives?
10. Do our goals and objectives provide a balanced program?
11. Have we clearly defined the organizational structure, administrative procedure, and the function and inter-relationship of all components?
12. Do we have a viable staff development (in-service training) plan?
13. Are we developing automated support systems with information capabilities to provide (A) student data, (B) program data, (C) employment and educational projections, (D) demand projections, (E) placement and follow-up information?
14. Do we have a continuing administrative strategy of program re-evaluation and re-alignment for the purpose of maintaining a relevant educational delivery capability to (A) students, (B) "real" world?
15. Is our guidance program capable of providing guidance or just program services?
16. Have we developed a plan for creating and utilizing advisory committees?
17. Have we established linkages with business and industry to provide on-site experiences for the student?

18. Have we identified applicable community resources?

19. Have we developed internal communication channels as well as external ones for disseminating information?

Phase IV - Evaluation

A system must be initiated to evaluate the program in terms of established objectives. Provisions should also be made for long-term evaluations which would include follow-up studies of students.

Summary

This section has addressed itself to show how Career Education can be brought about through the consortium approach. The State agencies working through the six educational regions, have the responsibility to provide services and resources to local agencies which will assure adequate development for Idaho's youth. The state should also accept responsibility for a long-range leadership identification and leadership-development policy which will attract and sustain the support and active participation of its citizens.

A comprehensive education program should prepare all students for making the choice of entering employment or continuing their education at a higher level. People should also have an opportunity to continue their education throughout life to improve their capacity to meet changing job requirements and to enrich their personal lives.

*"In no area of education is the opportunity and challenge to experiment and develop innovative approaches to meet human needs greater than in career and occupational education."

*Education Commission of the States - Study, Vocation As Calling, 1972.

PART D

Involvement of Colleges of Education In Implementing Career Education

Involvement of College of Education

Colleges of Education must have substantial involvement in developing Career Education programs. These programs will be specifically geared to and aimed at the preparation of teachers and helping design curriculum for the public schools. Colleges of Education must work jointly and cooperatively with the public schools and the State Departments of Education and Vocational Education in determining the direction for Career Education in Idaho.

In Idaho, one State Board of Education administers all educational activities thus the working relationship and involvement of all educational agencies is simplified. Specifically, the State Board approves and sets policy for all education agencies.

It is recommended that wherever possible the normal channels be followed in the implementation of Career Education programs. However, if Career Education is to become a viable force, it must be through a consortium approach with the public schools, the State Department of Education, Vocational Education and Colleges of Education. All of the agencies under the State Board of Education must coordinate their efforts to develop long-range plans for implementing Career Education into a comprehensive education program.

It is suggested that the structure of institutions of higher education may be more rigid than the structure of either the public schools or the

State Department of Education. It is difficult for the total institution to have the flexibility desired of one of its parts. As a consequence, a division or college may be highly desirous of adapting to needs as expressed by the public schools, the State Board and other governmental agencies and yet unable to modify programs or to select options working within a total framework. Since all evidence points out that Career Education is an idea whose time has come, it will behoove institutions of higher education and Colleges of Education to allow the involvement and cooperation needed to implement programs in Career Education in cooperation with public schools.

There are basically two programs that Colleges of Education must provide in conjunction with the public schools: In-service and pre-service programs. There is some feeling, however, that these two terms should be eliminated and that we should be looking at a continuous program of teacher education. Colleges of Education will work with the Regional Centers and/or Satellites to develop Resource Units, Instructional Guides on Career Education, and other services related to curriculum and staff development.

Colleges of Education in Idaho may independently or jointly develop Career Education options or programs for teacher preparation. The development of these options will take on both the traditional and newer aspects of organizing such programs. Input from Colleges of Education for meaningful course work will be obtained along with the input from the State Departments of Education and Vocational Education, and public schools. Resources for implementing teacher preparation programs will ordinarily come from funds allocated to Colleges of Education generated from state appropriated or grant funds. Career Education program personnel made available for teacher preparation through funding by the State Department of Education or Regional

Center will, whenever possible, hold joint appointments with one of the regional institutions of higher education involved in the preparation of teachers. Every effort will be made to fully utilize funds and resources available from various agencies to the fullest advantage in implementing and executing programs in Career Education.

Teacher Education Programs

Traditionally, Colleges of Education in Idaho have attempted to prepare teachers in teacher education programs that are locked into a rather rigid credit hour system. The secondary student teacher receives approximately one-sixth and the elementary student teacher approximately one-fourth of his preparation in the College of Education. The course work for the total degree encompasses a four-year period or thirty-six months of academic course work. Consideration should be given to the direction taken in some states of requiring five years of course work or the direction taken in others toward competency based teacher education programs.

With the advent of new ideas and responsibilities for the preparation of teachers in the eighth decade of the twentieth century this puts more and more strain on a teacher preparation program. Pressures may be brought to bear to include various and specific courses in the teacher preparation programs. Students should be aware of media and technology, measurement and evaluation, history and philosophy of education, the psychology of learning, human growth and development, and the society in which we work and live. Students should also have appropriate practicum experiences in the classroom prior to teaching.

Certain new ideas seem appealing. Especially competency based programs that may give the institution the flexibility to include the appropriate

amount of academic course acquisitions and professional competencies within a framework that permits the flexibility for such a program.

It is no small matter to stretch or expand a teacher education program. Constraints are many. The Career Education concept is not as simple as adding a course or adding courses in an already full curriculum and four-year period. It is such an all pervasive concept, that many would advise us to dramatically reshape and redirect the entire teacher education program. It will take time to completely change the teacher education program. However, this should not stop Colleges of Education from immediately starting to work in integrating Career Education into the total teacher education program. Institutions may approach Career Education in various ways. They may alter the existing structure by the addition of a few well designed courses, by the infusion of Career Education into the content of each course, or by a combination of methods.

Each College of Education will join in concert with public schools, State Department of Education, Department of Vocational Education and other agencies to present a plan on Career Education that depicts the individual College of Education commitment to Career Education.

Specific Involvement of Colleges of Education in Career Education

1. Design programs based on the Career Education concept for both elementary and secondary teachers. Preservice programs will specifically focus on theory, philosophy, practices and curriculum for Career Education.

2. Provide research, developmental and evaluation activities for Career Education programs.

3. Provide consultant, advisory or peer level services to school districts in inservice Career Education programs which may be focused on retraining or curriculum study in the public schools.

4. Plan with State Department of Education, Vocational Education and public schools and other agencies on the operation of a statewide Career Education program.

5. Provide personnel to work with Career Education projects in public schools.

6. Plan with other colleges in the state for a system-wide program of teacher education for approval by the State Board.

SECTION IV

PART I

BASIC STANDARDS FOR COMPLETION OF HIGH SCHOOL

PART II

EXAMPLES FOR IMPLEMENTING CAREER EDUCATION INTO THE BASIC SUBJECTS

Section IV has two basic components. Part I deals with a set of proposed basic standards for completion of high school. Part II provides suggested guidelines for implementing Career Education into the basic subjects.

PART I

Proposed Basic Standards for Completion of High School

This section suggests that there should be basic requirements for all students who graduate from high school whether they enter the labor market, go on to college, or enroll in a vocational technical school. These requirements should be viewed as minimum competencies as opposed to time-step units.

Definitions

Unit

A unit represents approximately a year's study of a basic subject to meet minimum competencies. The time for completion would vary with the individual student.

Credit by Examination

Credit by examination is a process for ascertaining student competencies for the purpose of waiving course requirements.

Competencies

"Competencies" mean posession of skills, knowledge, and understanding to the degree that they can be demonstrated. A high school certificate may be granted upon demonstrated performance of competencies at prescribed levels.

Career Clusters

Career Cluster as used in this section means planned instruction whether in the classroom or through work experiences in the community, and is aimed at helping students develop the skills and understanding needed to function in a broad range of related occupations.

The occupational groupings follow the coding system outlined in the Dictionary of Occupational Titles (D.O.T.). The use of Dictionary of Occupational Titles provides continuity in the classification of occupations, by code numbers, recognized by business and industry, and also provides information about occupational requirements and worker function in relation to Data (4th digit), People (5th digit) and Things (6th digit).

The Dictionary of Occupational Titles classifies each occupation into one of nine categories identified by code numbers from 0-1 through 9.

Nine Occupational and Code Numbers are:

0-1 Professional, technical and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Farming, fishery and forestry occupations
5 Processing occupations
6 Machine trades occupations
7 Bench work occupations
8 Structural work occupations
9 Miscellaneous occupations

SUGGESTED REQUIREMENTS IN THE BASIC SUBJECTS

Language Arts
(3 units)

Minimum competencies required in:

. Listening skills
. Speaking
. Reading
. Writing
. Personal Communication

Choices available for interested students:

. History and Dialectology
. Classification, Interpretation and Analysis
. Original Writing
. Oral and Dramatic Interpretation

Humanities
(1 unit)

Minimal competencies should be demonstrated in one of the following areas:

. Fine Arts and Crafts
  Valuing Arts and Crafts
  Internalization of Arts and Crafts
  Producing Arts and Crafts
  Understanding Arts and Crafts

. Drama
  Knowledge of and Acquaintance with
  Understand and Read Plays
  Difference between Drama and other Literary Forms

. Music
  Skills
  Understanding
  Attitudes

Social Studies
(2 units)

Minimal competencies required in:

. Rights and Responsibilities of Citizenship
. Basic Understanding of Democratic Processes

Choices should be available to students in such areas as:

. History
. Sociology and Anthropology
. Political Science
. Geography
. Economics
. Psychology and Philosophy
. Social Studies Inquiry Skills

Science
(2 units)

Minimal competencies required in:

. Understanding fundamental biological concepts
. Understanding fundamental physical concepts
. Inquiry skills such as: Observation and Description, Classification and Generalization, Hypothesis Formation, Experimentation and the Formulation of Generalized Conclusions.

Choices should be available to students in such areas as:

. Biology
. Physics

- Horticulture
- Ecology
- Chemistry
- Space Science
- Physiology
- Earth Science
- Consumer Technology

Math
(1 unit)

Minimal competencies required in:

- Concepts of Numbers
- Arithmetic Operation
- Mathematical Application for Problem Solving

Choices should be made available to students in such areas as:

- Algebra
- Statistics
- Geometry
- Trigonometry
- Business Math
- Consumer Math

Health and Physical Education
(1 unit)

Minimal competencies required in:

- Practicing health and safety principles
- Understanding health and safety principles
- Physical Skills
  - Muscle control
  - Physical development

Choices should be available in such areas as:

- Health
- Physical Education
- Lifetime Sports

NOTE: Career Education must be included in each of the foregoing areas in terms of awareness and orientation.

CAREER CLUSTERS

In addition to the basic subjects courses should be available in several of the Career Clusters, Examples of course offerings in six cluster areas follow:

Vocational Agriculture

- Production agriculture
- Agriculture related occupations
  - Agriculture services
  - Agriculture supplies
  - Agriculture mechanics
  - Agriculture resources
  - Agriculture processing

Business Education

- Clerical
- Secretarial
- Graphic reproduction
- Accounting, computing and data processing systems

Distributive Education

- General merchandising
- Retail and wholesale trade
- Advertising
- Supervision and management

Health Occupations Education

- Orientation to health occupation
  - Nurses aide
  - Orderly

Home Economics Education

- Consumer Homemaking Education (Home & Family Life)
- Home Economics related occupations
  - Hospitality services
  - Food services
  - Housekeeping services
  - Child Care services

Trade, Industrial and Technical Education

- Auto mechanics
- Auto body repair
- General industrial mechanics
- Consumer electronics

NOTE: Where schools are unable to offer the above programs, they could be offered in conjunction with the Cluster Support Centers in the six junior college districts. The post-secondary Area Vocational-Technical Schools may also provide occupational orientation and exploration programs for secondary school students whenever the post-secondary schedule permits.

PART II

Examples for Implementing Career Education into the Basic Subjects

As it has been stated many times in this document, Career Education must be included as it relates to various subjects. It should not be considered a separate course or compartment. It is part of a comprehensive education program wherein academic and occupational objectives are woven together into a mutually supportive pattern.

The following pages provide specific examples of how occupations can be correlated with a specific subject area. Sketches of units presented on the following pages include the rationale, the development objective, and the activities by which the objectives can be accomplished for the following subject areas:

- English
- Mathematics
- Science
- Social Studies

It should be noted that the following examples are only one of the units which could be developed for a variety of careers related to each discipline area.

English Example

NEWSPAPER EMPLOYEES

Rationale

Daily communication is an essential endeavor in our society. Students may not realize the vast numbers of people involved in the publication of a daily newspaper. Thus, actual participation in a unit involving newspaper work not only introduces the student to an area of communication, but also to the concept of interdependence.

Developmental Objectives

To learn the variety of work tasks performed by newspaper employees.

To understand the need for communicating skills, both verbal and written, in newspaper occupations.

To discover the necessity of interdependence when a common goal is shared.

Activities

A. What types of occupations are present in the publication of a newspaper?

1. Students list the different newspaper jobs with which they are familiar, e.g., reporter, editor, printer and distributor.

2. Students discuss responsibilities of each area mentioned with the instructor's clarification of facts.

3. Instructor may present the idea of publishing a class newspaper and offer to consider students' "job" preferences after a "mini" interview. (NOTE: A newspaper centered around the theme of careers could offer the student even more orientation.)

B. Do all newspaper employees need English skills?

1. Students role play reporters (one speaking in an organized manner with good grammar, the other asking unrelated questions with jumbled, nonsensical grammar).

2. Students discuss the need for English and spelling skills in all areas--including printing and distribution, e.g.:

a. Could a person qualify as a proofreader without spelling skills?

b. Could a person sell newspapers without communicating to the public?

C. Is everyone's job important in the production of a newspaper?

1. As the students begin to finalize their responsibilities in the newspaper project, emphasis must be placed on the importance of the punctuality of each one's contributions.

2. Students discuss the frustrations that take place in daily life when one who is depended upon lets the other down. This can be related to interdependence in newspaper work.

3. Upon completion of the project, students evaluate their interests in learning more about the occupations of newspaper employees.

Mathematics Example

INSURANCE SALESMAN

Rationale

The area of insurance sales employs many men and women. Students should be aware of what is involved in insurance sales for both consumer and occupational purposes so that they may make wiser decisions, both economically and vocationally, in the future.

Developmental Objectives

To learn the types of insurance that are available.

To understand the needs that are served by the various types of insurance.

To discover the need for mathematical principles in the occupation of an insurance salesman.

To consider possible advantages and disadvantages in the occupation of an insurance salesman.

Activities

A. What is insurance?

1. Students list all the different types of insurance of which they are aware--life, automobile, etc.

2. Students discover from parents the types of insurance coverage necessary for their particular needs.

3. Students discuss the consumer's reasons for purchasing various types of insurance, e.g.:

   a. Life insurance secures the welfare of a family in case of the death of the breadwinner.

   b. Health insurance protects the consumer from extreme bills in case a member of the family must undergo surgery or some other type of hospital care.

   c. Automobile insurance is necessary in order to protect the consumer from extreme monetary loss due to an automobile accident.

4. Students discuss problems that arise with the purchase of insurance: e.g.:

a. Premium costs.

b. Situations in which insurance does not cover the expenses.

B. Does an insurance salesman need mathematical skills?

1. Student or teacher role plays an insurance salesman (insurance salesman could be utilized for this purpose).

2. Students discuss situations in which an insurance salesman needs mathematical skills, e.g.:

a. Salesman must figure premiums for customer's benefit when making sales presentation.

b. Salesman deals with checks and cash and must have the ability to keep accurate records.

c. Salesman is often paid on a commission basis and thus needs math in determining his wage.

C. What are possible advantages and disadvantages of an insurance sales occupation?

1. Students list possible advantages of insurance sales.

a. Flexibility of working hours.

b. Earning based on commissions.

c. Most consumers realize the need for some type of insurance.

2. Students list possible disadvantages of insurance sales.

a. Evening work.

b. Varying salary as result of commission wages.

c. Strong competition within and outside the company.

3. Students personally evaluate their interests in learning more about the occupation of an insurance salesman.

Science Example

CONSERVATIONIST

Rationale

Public concern for ecology has recently increased, and many students have participated in activities involved in the attempt to save the environment. Students need orientation, as concerned citizens or prospective employees, to become aware of the importance of conservation; thus, a unit centered around the occupations in conservation can illustrate the relationship of education and career planning toward their futures and the future of society.

Developmental Objectives

To understand the importance of conservation for the future of society.

To learn of the variety of careers related to the area of conservation.

To consider possible positive and negative aspects of the career of a conservationist.

Activities

A. Why are conservationists needed in society?

1. Students bring to class newspaper or magazine articles which deal with current conservation problems, e.g.:
    a. Forest fires
    b. Pollution of lakes and rivers
2. Students discuss possible solutions to the conservation problems mentioned in the articles.
3. If interested, students can explore the possibilities of making a class contribution toward conservation, e.g.:
    a. Contact a local industry known for its concern in ecology and volunteer the services of the class for a short period of time.
    b. Students set up school display of types of pollution prevention in which each person could actively take part, e.g., buying of returnable soda containers rather than cans.

B. What types of careers are available in the area of conservation?

1. Students discuss various jobs with which they are familiar in the area of conservation, e.g.:

   a. Forest ranger

   b. Sanitation specialist

2. Students discuss the double role of each--occupation and needed service to society.

3. Students discuss the frustrations of service people who ignore the importance of conservation, e.g.:

   a. Careless campers

   b. Highway litter bugs

C. What are the possible positive and negative aspects of the occupation of a conservationist?

1. Students discuss possible advantages of conservation work, e.g.:

   a. Service to society

   b. Primarily out-of-doors work

2. Students discuss possible disadvantages of conservation work, e.g.:

   a. Frustration of fighting what appears to be a losing battle.

   b. Often have little contact with other people, e.g., forest ranger often lives within the park in which he is working.

3. Students evaluate for themselves their interests in discovering more information about the career of a conservationist.

Social Studies Example

PRODUCE FARMER

Rationale

Produce farming was once a primary occupation for all people. With the perfection of industry, methods were improved to develop more effective farming techniques. Students will better understand the interdependence of society through the orientation of a unit centered around produce farming.

Developmental Objectives

To understand the important role of the produce farmer in society.

To learn of methods that have been improved in the area of produce farming.

To consider possible advantages and disadvantages of the occupation of a produce farmer.

Activities

A. How important is the produce farmer to society?

1. Students discuss the name for produce farmers in society, e.g.:

   a. Produce food for the country. With the increasing population, more food is needed.

   b. Produce food for exportation, a source of the country's income.

   c. Imported foods are usually more expensive than those raised in one's own country.

2. Students discuss the various foods that are typically considered "American" foods.

3. Students discuss the substitute foods they would choose if food had to be imported. (NOTE: Instructor could point out the dependency this country would have on others without its own food resources.)

B. How has the area of produce farming changed throughout the years?

1. Students compare the type of produce farming done by the pioneers to present produce farming techniques, e.g.:

a. Pioneer family raised food for only themselves.

b. Presently, a small percentage of workers provide food for all society.

c. Because of improved transportation, food can be shipped throughout the country, e.g., eastern citizens enjoy western and southern fruits during the winter season.

2. Students discuss problems that produce farmers encounter, e.g.:

a. Competition--too many farmers raising one product in the same area.

b. Spoilage--farmers must sell produce within a certain amount of time.

C. What are possible advantages and disadvantages of the occupation of a produce farmer, e.g.:

1. Students discuss possible advantages of the occupation of a produce farmer, e.g.:

a. Out-of-doors work.

b. If proprietor, one is his own boss.

2. Students discuss possible disadvantages of the occupation as a produce farmer, e.g.:

a. Success often depends on factors outside area of skill.

b. Land is expensive to purchase or rent.

3. Students evaluate for themselves their interests in learning more about the occupation of a produce farmer.